DOCUMENT RESUME

ED 381 845 CS 508 912

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TITLE "Alice in Wonderland"--Based on Stories by Lewis Carroll, Adapted by Ric Averill. Cue Sheet for Families.
INSTITUTION John F. Kennedy Center for the Performing Arts, Washington, D.C.
SPONS AGENCY Department of Education, Washington, DC.
PUB DATE 94
NOTE 9p.; Project also funded by the Kennedy Center Corporate Fund and the Morris and Gwendolyn Cafritz Foundation.
PUB TYPE Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Creative Activities; *Drama; Elementary Education; *Enrichment Activities; Family Involvement; Parent Participation
IDENTIFIERS *Alice in Wonderland; Carroll (Lewis G)

ABSTRACT

Designed to be used before and after attending a performance of "Alice in Wonderland," this cue sheet provides information about the performance and suggests activities to help families foster children's understanding and appreciation of the performing arts. The cue sheet presents activities to help children think about the performance, and activities to explore "Alice in Wonderland" in creative ways. The cue sheet also includes background information on Lewis Carroll and an 8-item list of books and other resources. Inserted into the cue sheet are four activity pages for children which describe two pre-performance activities and two post-performance activities. (RS)

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ED 381 845

CUE SHEET
For Families

Alice in Wonderland

Based on Stories by Lewis Carroll Adapted by Ric Averill

Welcome to *Cuesheet*, one of a series of performing arts resource guides published by the Education Department of the John F. Kennedy Center for the Performing Arts, Washington, D.C. *Cuesheet*, published for theater, dance and music events, are designed to help families foster children's understanding and appreciation of the performing arts.

This issue of *Cuesheet* focuses on Ric Averill's theatrical adaptation of *Alice's Adventures in Wonderland*.

It contains a variety of questions and activities that assist adult family members discuss the play with children. Pick and choose activities that best suit your children's experience and interests.

Quotation marks are used in the activities to indicate *one* way adults can give children information and pose questions. Feel free to paraphrase the information or restate in your own way.

Cuesheet also includes four activity pages for children (white insert). These pages, which should be given to children, accompany activities described in *Cuesheet*.

This Cuesheet Contains

The Basics: Thinking About the Performance (activities for before and after the performance).

Extended Activities: Exploring Alice in Wonderland in Creative Ways (activities for after the performance).

Background Information

- FYI (For your information) section for adults provides background on Lewis Carroll
- Books and Other Resources

Four Activity Pages for Children (white insert)

Before the Performance

- The Make-Believe Times
- Play Map

After the Performance

- The Matching Game
- Let's Pretend

Humpty Dumpty sat on a wall.

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THE BASICS

Thinking About the Performance

ACTIVITIES FOR BEFORE AND AFTER THE PERFORMANCE

This section of *Cuesheet* focuses on the characters and events of the play, how objects are used to tell the story, and how theatrical problems are solved.

BEFORE THE PERFORMANCE

The Make-Believe Times

Grades K-6. The synopsis of the play (Girl Falls Down Hole in *The Make-Believe Times* activity page) is provided to help children understand what the play is about.

"Let's see how a newspaper might report Alice's adventures. Let's read (or let me read) *The Make-Believe Times* (to you)."

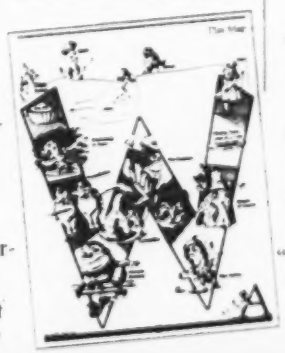
After the newspaper has been read, discuss each section. Directly or indirectly, help children see the humor behind the mock newspaper.

BEFORE THE PERFORMANCE

Play Map

Grades K-6. This activity helps children to recognize the sequence of major events in *Alice in Wonderland*.

A Play Map uses pictures to represent the sequence of the characters' experiences (not every character or all adventures are depicted).



"Look at the Play Map activity page to see the order in which Alice meets some characters and the order of some of her adventures."

AFTER THE PERFORMANCE

The Matching Game

Grades K-6. "Now that we have seen the performance *Alice in Wonderland*, let's see how many characters you recall.

Remember that characters in stories can be people or animals and sometimes objects."

Answer Key: 4, 9, 1, 6, 5, 3, 10, 7, 8, 2.

AFTER THE PERFORMANCE

How Problems Were Solved

Grades 3-6. This activity helps children appreciate creative solutions that playmakers invent to solve theatrical problems.

"People who put plays together (playwrights, directors, actors, and designers) have to be creative problem-solvers. The ones who worked on this play had many problems to solve. They used music, lights, sound effects, voices, costumes, scenery, furniture, and objects (props) to solve them.

- How did they make it seem that Alice was falling down a rabbit hole?
- How did they make it seem that Alice grew very small and then very tall?
- How did they make the Cheshire Cat's grin remain when he disappeared?
- How did they make Alice move through the looking glass (mirror)?"

To conclude:

"It was interesting to see how the playmakers used their imaginations to solve these problems, wasn't it?"

The Mad Hatter

AFTER THE PERFORMANCE

Did You See these Things?

Grades K-6. This activity alerts children to the use of objects in the play and extends their understanding of visual aspects of theatrical experience.

"In the play we saw actors use some objects which were important in helping us to understand the story (e.g., the key, the bottle with the label 'Drink Me'). Which objects do you remember? How did the actors use them in the play? Were you surprised by how any of the objects looked? Were any of them funny? Why?

CUE SHEET
For Children

The Make-Believe Times

PUBLISHED NOW AND THEN — FIRST EDITION — PRICE: TWO LEMON DROPS

Girl Falls Down Hole

LONDON: A young girl named Alice has reported that she fell down a rabbit hole yesterday.

ALICE

"I had a strange adventure," she said. "I was sitting with my sister and our cat Dinah on the river bank. A white rabbit came along, and I became curious and followed him. That's how I fell down the hole."

Alice said she landed in Wonderland. "It was very curious," she said. "It got curiouser and curiouser the more people and animals I met and the more adventures I had."

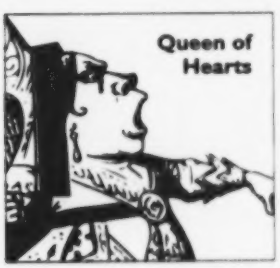
Alice said she fell "miles and miles. Then I found a bottle with a label that said, 'Drink me.' I drank the liquid in the bottle, and suddenly I became very small. Then I found a small cake with a sign that said, 'Eat me.' I ate it, and I became very tall. My neck stretched and stretched like a telescope."

Alice reported that she also swam in her own tears. "I met twins named Tweedledum and Tweedledee. I couldn't tell them apart. I also met the White Knight, Humpty Dumpty, and a Caterpillar. I met a Duchess whose baby turned into a pig. I played croquet. I went to a mad tea party, and finally, I went to a trial to find out who stole some small pies called tarts."

Alice is now safe at home with her family and Dinah the cat. When her sister was asked if Alice had really fallen down a hole to Wonderland or had been dreaming, she said, "I wonder...."

Alice Identifies Characters

Alice, the young girl who fell down a rabbit hole yesterday and landed in Wonderland, identified these characters she met. "Oh, there were many other characters—people and animals. But these are the ones I remember the most," she told reporters.



Tomorrow in The Make-Believe Times

Riddles to Stump Your Friends

Lewis Carroll's Photographs of Dinah the Cat

Card Games for Children

Lewis Carroll Will Tell Alice's Adventures

"It's an unusual story," says Lewis Carroll, "and I think it should be told to the world."

That's how Mr. Carroll announced his decision to write down the events Alice described yesterday. "I will call my book *Alice's Adventures Underground*, but later I might call it *Alice's Adventures in Wonderland*," he said. "It will be an exciting book filled with the odd people and animals that Alice told me about. I will also put in a lot of riddles and word puzzles."

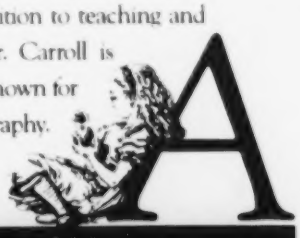
LEWIS CARROLL

Mr. Carroll, who is a friend of Alice's family, says the book will mix prose and poetry. "It will also have illustrations by Mr. John Tenniel, an artist with a wonderful imagination," he said.

"I hope the book will be very popular," Mr. Carroll said. "I am already planning a sequel. In it Alice will step through a mirror and visit looking glass land where everything is reversed."

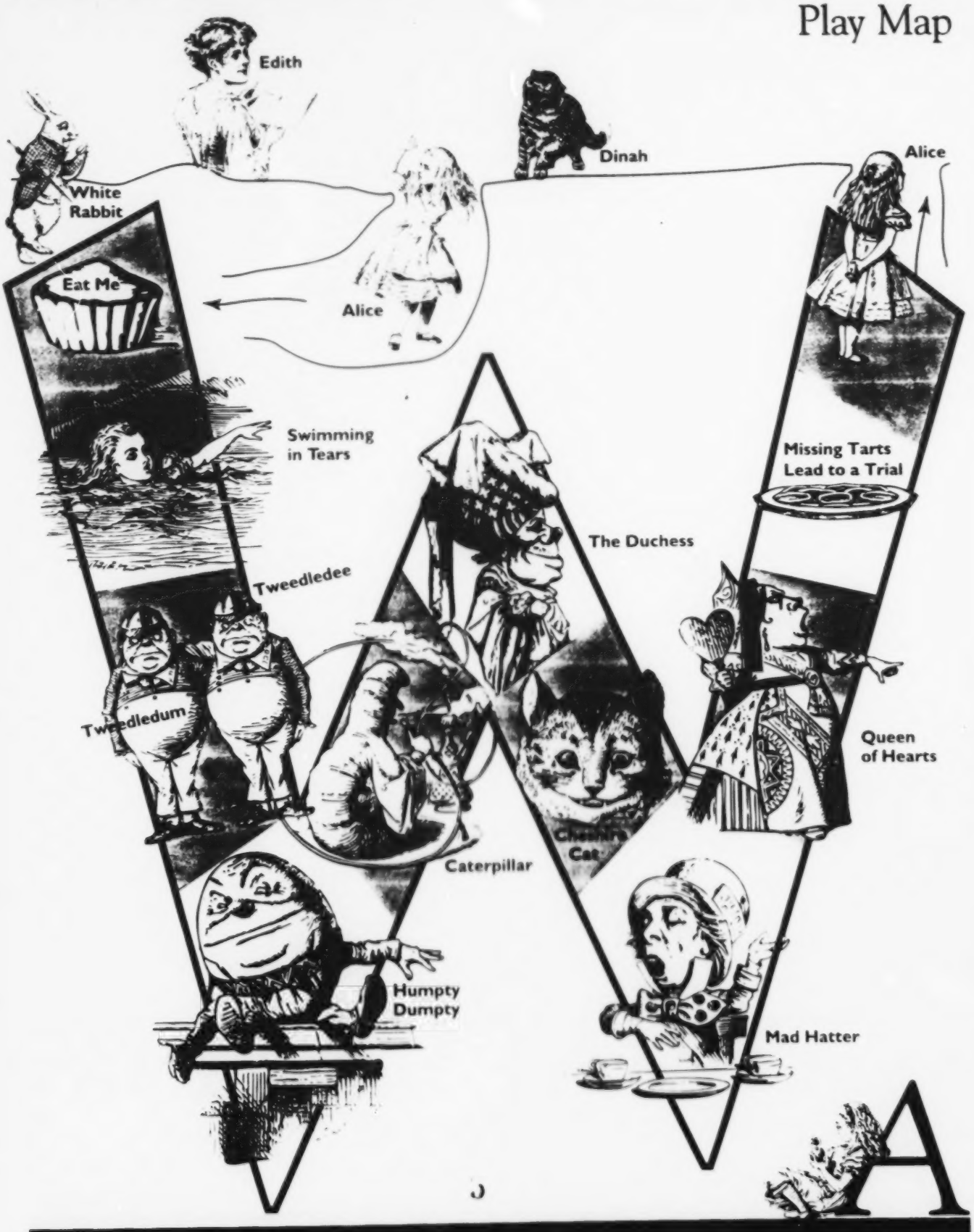
Mr. Carroll, whose real name is Charles Lutwidge Dodgson, is a teacher of mathematics at Oxford University. He uses the name Lewis Carroll when he writes for young people and his real name when he writes for adults.

In addition to teaching and writing, Mr. Carroll is also well-known for his photography.



The Kennedy Center

Play Map


Edith
White Rabbit
Dinah
Alice
Alice
Eat Me
Swimming in Tears
Missing Tarts Lead to a Trial
The Duchess
Tweedledee
Tweedledum
Queen of Hearts
Caterpillar
Humpty Dumpty
Mad Hatter

The Matching Game

Match the characters with their descriptions
by putting the number for each character in the correct blank.

Descriptions

____ The famous egg before his great fall
____ His wide grin remains after he disappears
____ The little girl who falls down a rabbit hole
____ The hat-maker who gives tea parties
____ The sleepy soldier in tin armor
____ Funny-looking twins who wear identical clothes
____ She shouts, "Off with her head!"
____ The insect who smokes a pipe
____ Her baby turns into a pig
____ Alice follows him into Wonderland

Characters

1. Alice
2. White Rabbit
3. Tweedledum & Tweedledee
4. Humpty Dumpty
5. White Knight
6. Mad Hatter
7. Caterpillar
8. Duchess
9. Cheshire Cat
10. Queen of Hearts

Let's Pretend

Let's Pretend. Just like Alice, you fall down a rabbit hole and land in Wonderland. What strange people and animals do you meet? Draw at least two of them. Name them.

Exploring Alice in Wonderland in Creative Ways

ACTIVITIES FOR AFTER THE PERFORMANCE

This section of *Cuesheet* provides a variety of activities that can extend children's thinking about *Alice in Wonderland*.

Dreaming a Wonderland

Grades K-6. This activity invites children to transform a familiar game into a new wonderland.

"At the beginning of the play, Alice plays with a deck of cards. She falls asleep and dreams about Wonderland. In her dream, three of the cards—the King, Queen, and Knave (Jack) of Hearts—come to life."

"Imagine that you are playing your favorite game (e.g., Candyland, Chutes and Ladders, Monopoly, chess) when you fall asleep and begin to dream. In your dream you go to a wonderland different from Alice's. Your wonderland is filled with people and animals from your favorite game. What adventures do you have in your wonderland? What are the places you visit in your wonderland? What happens in your dream that causes you to wake up?"

Ask children to illustrate, write, and/or tell about their wonderland.

"Twinkle, Twinkle, Little Bat"

Grades K-2. This activity focuses on a familiar nursery rhyme, its humorous adaptation in the play, and invites children to create their own version of the rhyme.

Lewis Carroll included three well-known nursery rhymes in *Alice in Wonderland*: "Humpty Dumpty," "The Queen of Hearts, She Made Some Tarts," and his nonsense version of "Twinkle, Twinkle, Little Star."

Ask children if they know "Twinkle, Twinkle, Little Star". If they do, ask them to recite it with you three times in order to feel the rhythm, to hear the rhyme, and remember the words.

Twinkle, twinkle, little star,
How I wonder where you are!
Up above the world so high,
Like a diamond in the sky.

Point out that Lewis Carroll changed some of the words in "Twinkle, Twinkle, Little Star" to make a funny, nonsense rhyme for *Alice in Wonderland*. Ask children to read with you (or listen) as you read the rhyme the Mad Hatter sings in the play:

Twinkle, twinkle, little bat,
How I wonder where you're at!
Up above the world you fly,
Like a tea-tray in the sky.

After reciting the rhyme, ask children:

"Was it funny when the Mad Hatter sang 'Twinkle, Twinkle, Little Bat' in the play? Why was it funny?"

Point out to children that the last words in the first and second lines ('bat' and 'at') sound alike (rhyme). The last words in the third and fourth lines ('fly' and 'sky') also sound alike. On a piece of paper write:

Twinkle, twinkle, little, _____,
How I _____ where you _____!
Up above the _____ so _____,
Like a _____ in the _____.

"Let's make another funny rhyme by adding new words to 'Twinkle, Twinkle, Little Star.' Let's remember to make the last words (in lines 1 and 2 and in lines 3 and 4) sound alike (rhyme)."

FYI Charles Lutwidge Dodgson, aka Lewis Carroll

To keep his professional work separate from his work for young people, Charles Lutwidge Dodgson, the author of *Alice in Wonderland* and *Through the Looking Glass*, used the pen name Lewis Carroll.

As a child, Dodgson, who was the third of 11 children, was accustomed to entertaining his younger siblings. Living in a remote English village, he used his imagination to invent stories, games, and word puzzles for the family's amusement.

No wonder that as an adult bachelor he found it easy to amuse the children of his friends.

He did not write down his entertainments until he penned *Alice's Adventures Underground* at the request of 10-year-old Alice Liddell, one of three sisters for whom he had invented the story during a boat ride and picnic.

When he revised the story for publication (1865) he changed the title to *Alice in Wonderland*. The work was immediately successful and led eventually to *Alice Through the Looking Glass and What She Found There* (1871).

How did Dodgson arrive at the name Lewis Carroll? Typical for him, he found it through playfulness. He selected his first and second names (Charles Lutwidge) and translated them into Latin (Carolus Ludovicus). Then he reversed the names and translated them back into English producing a pen name forever associated with great nonsense literature: Lewis Carroll.

Let's Pretend

Grades K-2. This activity encourages children to recall characters in *Alice* and to invent new characters for Wonderland.

"Remember the characters you saw in the play *Alice in Wonderland?*"

Ask children to describe the characters, helping them to specify details about facial expressions, movement, costume, makeup, unusual characteristics, and colors.

"Now that we've remembered the characters we saw in *Alice*, let's pretend, just like Alice, you fall down a rabbit hole. Imagine two strange people or animals you meet. On the Let's Pretend activity page, draw two characters you imagine."

Mapping Wonderland

Grades 3-6. This activity provides an opportunity for children to apply their knowledge of map-making to *Alice in Wonderland*.

"Imagine that the Royal Society of Geographers has heard that Alice is the only real person to have visited Wonderland. The members of the Society ask Alice to make a map to be included in a new atlas. Pretend you are Alice and draw a map of Wonderland. Here are things to include:

- the shape of Wonderland
- north, south, east, and west
- countries that border Wonderland.

Draw the following things in the places where you want them on the map of Wonderland. Label:

- castle where the King, Queen, and Knave (Jack) of Hearts live
- place where the Cheshire Cat appears and disappears
- mushroom where the Caterpillar sits
- place where the mad tea party is given
- wall where Humpty Dumpty sits

On the back of your map, draw the flag for Wonderland. Include one character (person or animal) from the story."

And Justice for All

Grades 3-6. This activity provides an opportunity for children to focus on issues of citizenship and notions of fairness using examples of dialog from the play.

"The system of justice in Wonderland is highly unusual. Listen to these lines from the play and let's decide whether the characters who say them are fair.

'No, no, sentence first, verdict afterwards!'

'Off with her head, off with her head!'

'Don't be nervous, or I'll have you executed on the spot.'"

Books and Other Resources

For Children:

Alice's Adventures in Wonderland by Lewis Carroll with illustrations by John Tenniel. New York: Books of Wonder, 1992.

Lewis Carroll: Author of Alice in Wonderland by Carol Greene. Chicago: Children's Press, 1992.

Alice's Adventures in Wonderland. Four sound cassettes. New York: Caedmon Records, 1985.

Alice in Wonderland. Apple II, 64K. An interactive computer program.

For Adults:

Very Truly Yours, Charles L. Dodgson, alias Lewis Carroll by Lisa Bassett. New York: Lothrop, Lee and Shepherd, 1987.

The Life and Letters of Lewis Carroll by Stuart D. Collingwood. Irvine, CA: Reprint Services Corp., 1992 (reprint of an 1899 edition).

The Annotated Alice by Martin Gardner. New York: Bramhall House, a division of Clarkson N. Potter, Inc., 1960.

Alice's Adventures in Wonderland and Through the Looking Glass: Nonsense, Sense, and Meaning by Donald Rackin. New York: Twayne Macmillan, 1991.

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Alice in Wonderland

Based on stories by Lewis Carroll
Adapted by Ric Averill
Pat Carroll, Director
Keith Belli, Set Design
Daniel MacLean Wagner, Lighting Design
Jane Schloss Phelan, Costume Design
Jon Kalbfleisch, Music Consultant
Dreama Greaves, Properties

Derek E. Gordon, Executive Producer
Kim Peter Kovac, Producer
Debra Kratt, Associate Producer

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Funded by the U.S. Department of Education and the National Committee for the Performing Arts.